DOCUMENT RESUME

ED 038 473 24 UD 010 074

TITLE	Malabar Reading Program for Mexican-American Children, Los Angeles, California. Elementary Program in Compensatory Education, 2.
INSTITUTION	American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	OE-37053
PUB DATE	69
NOTE	26p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.237:37053, $.25)
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	Autoinstructional Aids, Bilingual Students, *Cognitive Development, *Compensatory Education, Early Reading, *Elementary School Students, *Mexican Americans, Migrant Education, Parent Participation, Phonics, Preschool Programs, *Remedial Reading, Self Actualization, Self Concept, Spanish Speaking, Test Results, Word Recognition, Writing Exercises
IDENTIFIERS	Stanford Reading Test

ABSTRACT

This program attempted to raise the reading levels of Mexican-American children (prekindergarten through grade three) through individualized instruction, self-instruction, curriculum change, parent participation, and cultural activities. It was assumed that children would become capable of self-regulating learning behavior only when they had learned to organize their cognitive field; thus, the search for structure was to proceed in the development of both reading and oral language skills. The five major aspects of the instruction are presented in tabular format. Tables include summaries of activities related to writing, phonics, word discrimination, comprehension, and self-regulatory, self-instructing behavior and anticipated concomitant changes in self-concept for each level. Self-teaching materials are described. The Stanford Reading Test was the principle measure of achievement. Tables giving analyses of data are included. (KG)

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MALABAR READING PROGRAM FOR MEXICAN-AMERICAN CHILDREN

Los Angeles, California

Elementary Program in Compensatory Education 2

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ED 038 472

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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Superintendent of Documents Catalog No. FS 5.237:37053

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON : 1969

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C., 20402 - Price 25 cents

FOREWORD

This project report is part of an independent study of selected exemplary programs for the education of disadvantaged children completed by the American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., under contract with the U.S. Office of Education.

The researchers report this project significantly improved the educational attainment of the disadvantaged children involved. Other communities, in reviewing the educational needs of the disadvantaged youngsters they serve, may wish to use this project as a model - adapting it to their specific requirements and resources.

Bureau of Elementary and Secondary Education

MALABAR READING PROGRAM FOR MEXICAN-AMERICAN CHILDREN
LOS ANGELES, CALIFORNIA

Introduction

This program attempted to raise the reading levels of Mexican-American children through individualized instruction, self-instruction, curriculum change, parent participation, and cultural activities.

The children were at preschool through third-grade levels, attending the Malabar Street School in East Los Angeles. This school is situated in a low socio-economic area, characterized by families with Spanish surnames; 90% of the children who attended the school are of Mexican descent. Family wage earners have such jobs as truck driving, factory or clerical work, and selling, very few being skilled or professional workers. The school has an enrollment of about 1,350, and experienced quite a high level of pupil and teacher turnover during the period of the program. Educational attainment of the pupils in the school was extremely low at the start of the program.

During the 1964-65 school year, the program began as a pilot project. Although major difficulties were experienced during subsequent years, successive waves of children were introduced into the project until in 1969 all children through the third grade were included in the statistics, while those in grades four through six were also being influenced by the program as their teachers watched what was happening in the lower grades.

The evaluation of this program is restricted to three waves of children whose performance was measured by the Stanford Reading Test, the California Reading Test, the Pintner-Cunningham Intelligence Test, the Public School Primary Intelligence Test, and the Sight Vocabulary Test. Evidence of the success of the program is to be found in the improved national status of successive waves of pupils on these tests.

Personnel

A. Project Director

An associate professor of education at one of the State colleges in the area, the project director has been associated with the program since its inception. She is now on permanent release to the school to act as director. She has many years of classroom experience, as well as a PhD in education.

Her duties are wide-ranging, including not only the general supervision of the program, but also the planning and carrying out of the research dealing with various aspects of language development.

B. Co-Directors

The principal of the Malabar Street School and the executive director of the Youth Opportunities Foundation, a Mexican-American institution, are both co-directors of the program. The principal has done 2 years doctoral study, and holds a Master's degree in administration. The other co-director was a professional engineer who also worked as chief executive of the Foundation.

Both co-directors were responsible for securing community participation and support, and worked with the director in the design and implementation of the project. Together with the statistician and the project director, the co-directors formed a planning and supervising team.

C. Statistician and Evaluator

Two professors of education at one of the State colleges in the area were responsible for much of the evaluation and all of the statistical analysis connected with the program. One served the first year of the study and the other for the two succeeding years.

D. Teachers

Almost all the teachers held full credentials. One-tenth were Mexican-American. In 1969 about half had less than 3 years teaching experience, while a few had as many as 10 years experience.

All were regular teachers in the school, and were paid out of local district funds. They taught their usual classes but in unconventional ways as provided for by the program.

Other personnel who became involved in the development of the program included nonprofessional school staff, parents, and other volunteers and visitors who assisted the children to develop language and reading skills by talking with them and reading with them at every available opportunity.

Methodology: General

The program was based on the assumption that Mexican-American children should be helped in school to search for structure in what they are trying to learn. It was assumed that the children would become capable of self-regulating learning behavior only when they had learned to organize their cognitive field. The search for structure was to proceed in the development of both reading and oral language skills. The exact approaches and methods to be used were developed over a period of years in the program. The resulting classroom learning has been characterized as rigorous, individualized, self-actualizing, exploratory, and particularly Gestalt-oriented.

Amsden (1968) has summarized five major aspects of the instructional program in tabular format (see pages 3 and 4). In Table 1 typical writing activities are shown for each level, together with anticipated changes in self-concept which should accompany the activities. The reading series on which the table is based is the Ginn Basic Readers.

TABLE 1

A Summary of Writing Activities,
and Anticipated Concomitant Changes in Self-Concept,
in the Malabar Reading Program

LEVELS	STORY WRITING	SELF-CONCEPT
Preschool-Kindergarten	Scribbles. Writes own name.	I am a person who handles paper and pencil. I can write. I can write my own name. I like my name. I am a person who likes to write.
Children reading pre-primers (1, 2, & 3)	Needs to trace even short words many times before he is able to write them correctly. May eventually need adult help to finish a really long word at these early stages. Usually, no story-line. Child writes isolated words only.	I can write about anything I want. I can learn to write many interesting words. I understand the meaning of everything I choose to write. I am glad I am a person who knows how to write so well.
Children reading primer	Learns words faster, but still needs to check details of even comparatively short words. Begins to write short one-sentence "stories."	I can write more and more every day without asking any adult how to do it. Other words are in my own private word box. Because I have always been a person who is interested in words, I am particularly interested in the special words that are in my word box that I have chosen. I can also sound out a great many words that I do not know, or that are not in my word box. I can write real stories now.

TABLE 1 (cont.)

LEVELS	STORY WRITING	SELF-CONCEPT
Children reading 1st Reader	Learns even quite complicated patterns quickly and accurately.	I am a person who can write a very great deal without asking other people how to spell the words. I am very proud that I am a person with this great power. I can write long stories.
Children reading 2nd Reader	Child has only to look at relatively complicated words in order to spell them immediately without tracing. Child has built up a repertoire of words he can write alone. Needs to trace only a relatively few really hard words. Child writes stories of several pages or chapter.	Since I am a person who can write real books myself, I realize that real people write books. I am very much interested in the people who write the books I read, for they, like me, are writers.

[Source: Chart 2, pp. 24-25, Amsden (1968).]

In Table 2 activities related to phonics are shown for each level again with anticipated changes in self-concept which should accompany the activities. In Amsden's (1968) table, further examples are given of words to be used.

TABLE 2

A Summary of Activities Related to Phonics, and Anticipated Concomitant Changes in Self-Concept, in the Malabar Reading Program

LEVELS	PHONICS	SELF-CONCEPT
Preschool and Kindergarten Children	Learns that (1) his name is a word, (2) words are made up of letters, (3) letters have individual identifiable sounds and corresponding graphic forms. Learns alphabet orally by rote. Recognizes names of individual letters by sight and sound.	I am a person with a name. My name is important to me and to other people. I can hear my name. I can say my name. Other people can say and hear my name. I can write my name and read it. Other people can write and read my name. Letters form my name. I like the letters in my name. I am a person who likes letters. There are many letters. Some of them are not in my name. Some of these letters that are not in my name are in the names of my friends. Because I am already a person who likes letters and knows many of them, I am interested in the names of my friends. Letters can be arranged in an alphabet. It is easy to find these letters if you know the alphabet. Since I am a person who likes letters, I like to know the alphabet.
Children Reading First Pre-Primer	Learns sounds of letters (1) in isolation and (2) in initial position of words. The letters are learned in the following order:* ltirmfn ocashed puwgbj vyzxgk	Letters make up other words besides names. Because I am a person who is interested in all of these letters of the alphabet, I am a person who is interested in the words these letters make. I can hear the way they sound at the beginning of words.

*Letters have been given in this order because (1) distinguishing between the sounds of these letters is relatively easy, (2) distinguishing between the form of these letters is relatively easy, (3) these letters are relatively easy to write, (4) these letters are most quickly useful in writing large numbers of simple words using the "short" sound of the letters, (5) these letters are the ones on which the children may most profitably work independently from the beginning of the program with minimum chance of error.

TABLE 2 (cont.)

LEVELS	PHONICS	SELF-CONCEPT
Children Reading Second Pre-Primer	Reads and writes by sound two- and three-letter words, changing initial letter, e.g., bat, cat. Reads and writes by sound two- and three-letter words (short vowels only), changing terminal letter, e.g., can, cap. Reads and writes by sound two- and three-letter words (short vowels only), changing both initial and terminal letters, e.g., sad, lap. Reads and writes by sound three-letter words (short vowels only), changing medial letter, e.g., bad, bed. Reads and writes by sound three-letter words (short vowels only), changing all the letters at will, e.g., mad, him.	Now that I know so much about letters (their shapes, names, and sounds and which come at the beginning of words), I can even write, by sound, words which I may not have seen in print. Since I already know so much about the way letters make up words, I can even sound out some words that I have never seen before. Because I am a person who has long been interested in words and letters, I am very pleased to see that I can sound out more and more of the words I see in print. I can write many words I have never seen before without asking anybody how to do it. I am greatly reassured to sense my growing independence and power as a learner.
Children Reading Third Pre-Primer	Reads and writes by sound words having more than three letters, adding letters in terminal positions first (short vowels only), e.g., fat, fast. Reads and writes by sound (short vowels only) words having more than three letters, adding letters in initial positions, e.g., tap, trap.	Now my world of words extends to include words that have a great many letters in them. Since I am a person who has long been interested in letters and words, this is an exciting discovery. I find that I am more powerful than I thought I was.

TABLE 2 (cont.)

LEVELS	PHONICS	SELF-CONCEPT
Children Reading Third Pre-Primer (cont.)	Reads and writes words by sound (short vowels only) having many extra letters added in any position, e.g., stamp, west.	
Children Reading Primer	Reads and writes words by sound in which some letters combine to form digraphs and trigraphs (1) in initial or terminal position, e.g., this, them. (2) in all positions, e.g., with, that.	Now I see that the world of words is indeed a complicated and sometimes confusing world. Since I am such a competent person who has long been interested in letters and words, and who has had great success in handling them, I can also handle this new dimension, although it is very difficult.
Children Reading First Reader	Learns to add silent "e" at end of word to form new word, e.g., mad, made. Continued experience with silent "e" keeping vowel constant but introducing more complexity into rest of word, e.g., plane, flame. Interchangeable use of all other previously learned letters and letter combinations, e.g., trumpet, twine.	This indeed is a puzzle. I find that I cannot always take the letters in a word in sequence when sounding out a word. I must jump to the end of the word and then back to the middle when sounding out some words. It is almost enough to destroy my new-found faith in the reliability of sound sequence of letters in words. I have found in past experience with letters and words that, although technical problems are sometimes momentarily disturbing, I am able to solve them. I have already noticed in my reading how many words have "e" on the end. I am eager to learn the rules that govern them.
Children Reading Second Reader	From this point on, letters are presented in combinations useful for sounding out words only. These are presented in decreasing order of frequency of occurrence in reading.	Now that I have understood silent "e", I find that I am a person who can understand even very complicated and confusing graphic representations of sound patterns in words.

TABLE 2 (cont.)

LEVEL	PHONICS	SELF-CONCEPT
Children Reading Second Reader (cont.)		**Any other graphic representations of sound patterns will, of course, be very easy for a person like me to understand and remember.**
[Source: Chart 3, pp. 29-33, Amsden (1968).]		
Children Reading First Reader	Learns to add silent "e" at end of word to form new word, e.g., mad, made. Continued experience with silent "e" keeping vowel constant but introducing more complexity into test of word, e.g., blame, flame. Interchangeable use of all other previously learned letters and letter combinations, e.g., (S) in all positions, e.g., this, them. Reads and writes words by sound in which some letters combine to form digraphs and trigraphs (L) in initial or terminal position, e.g., number, name.	This indeed is a puzzle. I find that I cannot always take the letters in a word in sequence when sounding out a word. I must jump to the end of the word and then back to the middle when sounding out some words. It is almost enough to destroy my new-found faith in the reliability of sound sequence of letters in words. I have found in past experience with letters and words that, although technical problems are sometimes momentarily disturbing, I am able to solve them. Now I see that the world of words is indeed a complicated and sometimes confusing world. Since I am such a competent person who has long been interested in letters and words, and who has had great success in handling them, I can also handle this new dimension, although it is very difficult.
Initial Pre-Primer (cont.)	(short vowels only) having many extra letters added in any position, e.g., scamp, west.	

In Table 3 word discrimination activities are tabulated for each level, with anticipated changes in self-concept, as before.

TABLE 3

A Summary of Word Discrimination Activities, and Anticipated Concomitant Changes in Self-Concept, in the Malabar Reading Program

LEVELS	WORD DISCRIMINATION	SELF-CONCEPT
Preschool and Kindergarten	Recognizes graphic form of own name and the names of his friends.	I am a person with a name that can be written. My written name can be put on my lunch bag, my toys and my chair to show which is mine. I am a person who can read my name. I am a person who likes to see my name written on things. I am a person who can read the names of some of my friends when I see them on their things.
Children Reading Pre-Primer 1, 2 & 3	Guesses wildly, e.g., "dog" for "car," based on neither semantic nor configuration patterns. Confuses words within semantic pattern, e.g., "dog" and "cat." Confuses words within similar configuration patterns, e.g., "dog" and "big." Reads exceedingly slowly, word by word.	Since I am a person who can read my own name and the names of my friends, I can try to read many other words. They often look very much alike, though, and I often get mixed up.
Children Reading Primer	Increases speed and accuracy of identification within similar configuration patterns. Example: "and-said." Combines words into short semantic units. Example: "said Jane," "to the house." Shows tension and concentration in behavior. Shows wide variation in tempo of reading. Tends to loud vocal reading.	Now I can see that most words really do not look as much alike as I thought. I am the kind of person who can read many words. I can read much faster than I used to read.

TABLE 3 (cont.)

LEVELS	WORD DISCRIMINATION	SELF-CONCEPT
Children Reading 1st Reader	Confuses only very similar patterns, such as "chicken-children." Combines words into phrases and clauses. Now reads with expression. Often varies tempo of reading to meet demands of the story. Shows decreasing evidence of physical concomitants of reading (e.g., evidence of bodily tension).	I already know how to read a great many words. I am a person who can read almost everything.
Children Reading 2nd Reader	Discriminates rapidly among similar word patterns. Reads silently, not even moving lips. Reads fairly fluently, his eye often sweeping across whole line with no apparent regressions. Bodily movements cease. Rarely makes errors.	Now I can read accurately and rapidly. I am a person who can read easily.

[Source: Chart 4, pp. 37-38, Amsden (1968).]

Table 4 shows comprehension activities for each level, with anticipated changes in self-concept.

TABLE 4

A Summary of Activities Related to Comprehension, and Anticipated Concomitant Changes in Self-Concept, in the Malabar Reading Program

LEVELS	COMPREHENSION	SELF-CONCEPT
Kindergarten and Preschool Children	Listens with interest to stories read by teacher or other adult. Talking about the book and the story it contains with the adult is an integral part of this procedure.	I am a person who likes to listen to stories. I am a person who knows lots of adults who like to read to me. I like some stories better than others. I am a person who is beginning to develop taste in reading.
Children Reading Pre-Primer	Adults continue to read to children during the period when they are learning to read so that children can continue to enjoy books written at their maturity level, but which are still too difficult for them to read.	I want to learn to read because for a long time I have been the kind of person who likes stories. But right now, learning to read words is so difficult that I can read only one word at a time, so it is hard for me to follow the story-line.
Children Reading Primer	Not only reads school pre-primers with understanding, but also can read and understand simple meanings found in comics, some commercials on TV, signs, labels on cans, etc.	I find that words I learned in school appear in many places. I am becoming a person who can read interesting messages, wherever they are found.
Children Reading 1st Reader	Reads printed material sufficiently easily to understand and enjoy the story-line, while perfecting reading skills at the same time. Adult begins to reduce number of stories read to child and begins to question child about story he is reading, but still not so extensively as to emphasize content at expense of skill acquisition.	I find that I can read many real books myself and understand them. I like to be the kind of person who reads real books.

TABLE 4 (cont.)

LEVELS	COMPREHENSION	SELF-CONCEPT
Children Reading 2nd Reader	Understands a wide variety of printed material written for children. May be said to be reading with understanding. Now reads his own social studies, math, science, poetry, and music books. Uses the reading period to read for pleasure and information in the content areas.	Now I can read a wide variety of books. I know that I am a person who can read for information and for fun. I like to be that kind of person.

[Source: Chart 5, pp. 41-42, Amsden (1968).]

Finally, Table 5 presents ways in which the child is taught to become self-regulating and self-instructing, and again lists anticipated changes in self-concept brought about through these activities. The notion that the child will respond to "internal" stimuli is fundamental to the Malabar approach; a child should not depend entirely on external stimuli in the learning situation.

TABLE 5

A Summary of Activities Leading to Self-Regulatory, Self-Instructing Behavior, and Anticipated Concomitant Changes in Self-Concept, in the Malabar Reading Program

LEVELS	SELF-INSTRUCTION	SELF-CONCEPT
Preschool and Kindergarten Children	Self-teaching accomplished daily through: Experimentation Confirmation of known facts Self-imposed practice	I am a person who is interested in new ideas, new materials. I am a person who likes to assure myself that I know what I think I know. I am a person who likes to repeat or practice recently acquired skills.

TABLE 5 (cont.)

LEVELS	SELF-INSTRUCTION	SELF-CONCEPT
Children reading Pre-Primer #1	Learns to conduct himself in the classroom independently of the teacher.	I am a person who can take good care of myself in the classroom even when the teacher does not tell us what to do.
Children reading Pre-Primer #2	Investigates structure of materials provided for self-teaching; tasks to be learned may be subordinate to structure seeking, however.	I am a person who has time to look at all the things in the room and think about them. Because I have long been a person who is interested in ideas, I like this time that I spend away from the teacher.
Children reading Pre-Primer #3	Begins to consciously apply himself to learning self-chosen tasks.	Now that I <u>can</u> teach myself, I find that there are some tasks that are particularly useful to learn. I am the kind of person who can teach himself useful tasks.
Children reading Primer	Begins to see the value to himself of academic learning during self-instructional time.	I find that I am a person who can really teach myself useful knowledge. I see that any person who can teach himself is a very powerful person.
Children reading 1st Reader	Shows ability to direct own learning by the completion of charted, short-term tasks.	Since I am the kind of person who can teach himself useful tasks, I am the kind of person who can teach himself all of the tasks I see that I need to learn.
Children reading 2nd Reader	Assumes responsibility for planned learning of long-term tasks of an almost contractual nature.	Since I have become the kind of person who can teach himself many tasks, I can plan what I will teach myself for the next few weeks or months.

[Source: Chart 6, p. 48, Amsden (1968.]

In the Malabar program, the typical classroom contained three broad modes of instruction called stations. Roughly one-third of the students in the class were in each station at any given time. In Station I, the teacher divided her time to work individually with each of the children who were seated together around one table. In Station II, the children worked individually on assigned work. They were encouraged to talk with and help one another. In Station III, children were free to choose the materials they wished to work on. The choices included books from the library, intellectual games and many individualized, self-instructional materials.

Active parent participation was a very important component of the program. Parents were urged to visit the school at any time they wished. Teachers made home visits and sent questionnaires via their students which requested information about the parents' ideas about what subject matter their child needed most help with. Mothers were recruited as volunteer teacher aides for the reading program. The parents initiated and ran "home libraries" during the summer months. The libraries, consisting of about 100 volumes each, were located in the homes of fifteen families.

Another component of the program was an after-school dance program which was conducted by a Mexican artist who presented lessons on Mexican culture, dance, poetry, and song.

Project staff developed some special materials to aid the reading instruction. These included four bilingual books (two of which consisted of the adaptation of stories written by the children themselves) listed under Quoted Sources (p. 21). Also, special phonic workbooks and reference books were developed.

Methodology: Specific

A. Parent participation was described by a second-grade teacher as follows (Amsden, 1968):

"We have tried to encourage parent participation in our reading project at Malabar. We think it is important to bring the parents into the school and the classroom. We want the parents to know us and we want to know them, so that we can work together for what is best for the children.

"Also, we needed to have the parents come in because, frankly, we needed their help. One teacher could not give thirty children the individual help they needed.

"The third week of school, I sent letters home with the children. I invited the parents to come in on a certain afternoon at 3:00 o'clock. Six mothers showed up on the appointed day. ...

"...Of the six mothers, four said that they would help. The ones who could not had small children at home.

"We now had one mother coming in every morning for one hour to help with the morning reading class. The afternoon reading class had five or six mothers coming in at least once during the week. On some days, we had one mother; on other days, two; and, occasionally, three.

"I found it helpful to keep the schedule of days and parents' names on the chalkboard. This gave the work importance and also helped to remind the mothers of their days. It also reminded the children to remind their mothers. They were very good at this.

"When the mothers first started helping in the room, I could see that they felt a little ill at ease and out of place. They would come in hesitantly and, when a child finished reading for them, they were timid about calling another child to them. Soon, however, they were deeply engrossed in their work. They seemed to have developed a dignity and a sureness that what they did was needed and important.

...

"The children whose mothers helped were very proud of their mothers. In the morning, for example, Errol would announce triumphantly in a loud voice so all would hear, 'My mother will be in today, Mrs. Hartz.'

...

"...Almost invariably, when a child's parent came in to help, that child showed marked improvement in reading.

...

"The mothers made every effort to come despite hardships. I knew how busy they were with home and family. Some even had to get baby sitters for younger children so that they could come. Almost invariably, if they could not come in, they would let me know by 'phone or note.

"In some cases, mothers used their new found skills to help their younger children. Mrs. Marquez told me she had helped her young son, a first grader, improve his reading. She had used the Fernald method of tracing words to teach him. The boy had been having a great deal of trouble learning to read. One of our mothers read Spanish as well as English. She was very careful to translate for the non-Spanish-speaking children. The children enjoyed listening to her read and I know she enjoyed reading to them.

"On 'Back to School Night,' the participating parents helped explain to the others in Spanish, if it were necessary, about the program. The other parents were very interested to meet the mothers who worked with their children and who knew them.

...

"The parents who helped know us and the school much better. They feel at home in school now. As Mrs. Sanchez remarked to me one day, 'I'm not afraid of school now!' We know the parents better. We not only know each other but like and trust one another.

"I know that the parents who met with our participating parents and talked with them have a better feeling toward the school. Several mentioned with regret that they have not been able to help."

B. Table 6 shows examples of materials used in the program.

TABLE 6

Examples of Self-Teaching Materials Used at Different Ability Levels in the Malabar Reading Program

Levels	Materials	Source
Preschool and Kindergarten	Shape Sorting Box	Creative Playthings
	Writing frame	Teacher-created
	The "Ing" Book	Project-developed
Pre-Primer #1	Phonics workbooks	Project-developed
	Difference Puzzles	Creative Playthings
	Magic cards (consonants & vowels)	Gel-sten
	...	
Pre-Primer #2	Wood lower- and upper-case letters	Creative Playthings
	Alphabet envelopes	Teacher-created
	Phonics Puzzles	Project-created
	...	
Pre-Primer #3	Magic cards (consonants (vowels (blanks	Gel-sten
	Vowel dominoes	Palfrey's
	Phonics wheels	Project-created
	...	
First Reader	Advanced phonics reference books	Project-developed
	Word games	Gel-sten
	Reading workbooks	Individual publishers
	"Learning Wall" phonics discrimination tasks	Teacher-developed
	Supplementary pre-primers and primers	Individual publishers
Second Reader	The "S" Book	"Project-developed
	Lotto-of reader vocabulary	Teacher-developed
	Dolch phonics games	Gel-sten
	Bilingual books	Project-developed
	...	

"The parents who helped know us and the school much better. They feel at home in school now. As Mrs. Sanchez remarked to me one day, 'I'm not sitting in school now'; we know the parents better. We not only know each other but like and trust one another.

"I know that the parents who met with our participating parents and talked with them have a better feeling toward the school. Several mentioned with regret that they have not been able to help."

C. The three broad modes of instruction employed in the program are illustrated by examples below (adapted from Amsden, 1968):

In Station I, each child worked individually with the teacher as part of a group seated around a large table. Each child in the room had to receive his full share of time at Station I, as part of the learning group, with direct teacher supervision and guidance of his work. He was a member of a group; each member was working on his own book or story, pursuing knowledge intensively.

In Station II, the children worked individually on assigned tasks. Typical Station II activities were: checking back through their phonics books to review old material; practicing handwriting; working on spelling lists (only if they had completed phonics program); filing words; checking on mastery of old words; illustrating stories; copying stories; making a cover book for stories; or continuing writing stories started at Station I (if the teacher judged the child to be ready for independent work of this type).

The children's work at Station II was spot-checked only. The children had to understand why their assigned work was important and why the teacher could do no more than spot-check their work.

The child was not to think he was doing the work for the teacher but rather to reinforce his own learning, i.e., working for himself. Exchanging ideas and tutoring were encouraged in this station, but children had to understand the difference between helping each other with "rough spots" and having someone else do their work.

In Station III, a change of pace was provided. The children might enjoy library books for free reading or browsing; use intellectual games (e.g., "Anagrams," "Spill and Spell"); or experiment with a variety of individualized self-instructional materials.

Evaluation

A. Measures of Achievement

The Stanford Reading Test (in its alternate forms) was the principal measure of achievement. It should be noted that this test was used to meet State requirements; its suitability remains in doubt, since its "floor" is a grade equivalent of 1.6, above the reach of many first grade pupils, and its norming sample was above average (mean IQ about 106).

The comparison group for the evaluation was provided by the pupils tested in 1966. These pupils were in the Malabar School right at the start of the program, and little or no treatment was provided for them up to the time of testing. Their teachers were gradually trained to operate the program. As each new wave of children moved up through the grades, it was taught by teachers who were introduced to the program, or in a few classes by teachers who had been in the program before. By 1969, the

program was diffused throughout the school, to all grade levels, although officially it operated only up to fourth grade. The exact identification of waves is difficult due to the practice in Los Angeles schools (up to 1969) of admitting and promoting pupils twice a year. Moreover, since the classes did not all receive the same amount of treatment, numerous analyses carried out by the program staff have compared various groupings. Table 7 below summarizes the most important findings based on the Stanford Reading Test Primary I.

Table 7 shows that reading grade equivalents in the Malabar School significantly improved following introduction of the program. The favorable trend shown in the table was also supported by results of testing with the Primary II form of the Stanford Reading Test and the California Achievement Test (Form W), in third grade.

The percentage of pupils in the program obtaining scores which placed them in the third stanine or above increased during the program, as measured by the Stanford Reading Test (Primary I in first grade, Primary II in second and third grade), and by the California Reading Test (Upper Primary). Table 8 summarizes these increases. The numbers tested each year changed slightly, but there is no evidence that attrition from or addition to the original samples was of pupils different from those originally entering the program.

In addition to the Stanford Reading Test and the California Reading Test, the evaluators of the Malabar program used a locally developed Sight Vocabulary Test, the California Arithmetic Test, the Public School Primary Intelligence Test, and the Pintner-Cunningham Intelligence Test. Statistically significant differences were observed for the Sight Vocabulary Test.

Progress in oral language development was measured by analyzing children's recorded spontaneous language and the language they used during interviews. These analyses showed that children in the program in the primary grades attained higher scores on a variety of measures than baseline children, but the results for preschool and kindergarten children were inconclusive.

B. Other Evaluation Indices

The opinion of parents and community about schooling in general and the program in particular was sought in many ways. Questionnaires were distributed, formal and informal interviews were held, and home visits were made. Support for the program from parents and community was maintained at a very high level.

TABLE 7

Mean Stanford Reading Scores for Various Groups in the Malabar Reading Program

Group	N	Word Reading	Para. Meaning	Total Reading Test
First grade baseline group (1966)	139	1.3		1.4 Spring, Primary I
First grade group in program in preschool, kindergarten, first grade only	106	1.4*		1.5* Spring, Primary II
First grade group in program in third grade (and taught by a training teacher the preceding semester)	23	2.7*	2.6*	2.7*
Third grade baseline group (1966)	112	2.0	1.9	1.9 Spring
Third grade group in program in third grade (and taught by a training teacher the preceding semester)	23	2.7*	2.6*	2.7*

*Statistically significant difference in raw scores ($p < .05$) favoring program group when compared with baseline group.

of the program in the course. Equipment costs were development costs for the program. Other research costs were for evaluation.

It would be fair to say that some of the research costs were development costs which would not recur on replication of the program. Other research costs were for evaluation.

Modifications and Suggestions

The program directors suggest that three components should be added: more in-service training, after-school pilingual activities, and extension of the program to pupils in grades four through six and the junior high schools. The in-service training would emphasize both the bilingual and

TABLE 8

Percentage of Pupils Scoring in Third Stanine and Above in Reading, Malabar Reading Program

Test	Grade	Percentage of pupils in third stanine and above			
		May 1966	May 1967	May 1968	May 1969
Stanford Reading, Primary I, Total	1	7.5 N=139	21.2 N=131	41.7 N=120	55.3 N=114
Stanford Reading, Primary II	2	14.5 N=121	12.4 N=125	25.4 N=115	42.3 N=130
Stanford Reading, Primary II, Total	3	27.5 N=112	28.2 N=117	34.3 N=108	56.1 N=123
California Reading, Upper Primary	3	36.3 N=114	48.7 N=117	69.1 N=110	

Budget

The main source of support for this program was the U.S. Office of Education, which provided $350,000 over 3 years under Title IV of the Elementary and Secondary Education Act, 1965. These funds were used for the salaries of two preschool teachers specially hired for the program, and of the research staff. The expenditure represented $250-300 per pupil.

The regular teachers at the school, paid by the district, became part of the program in due course. Equipment and materials were paid for out of the regular school budget.

It would be fair to say that some of the research costs were development costs which would not recur on replication of the program. Other research costs were for evaluation.

Modifications and Suggestions

The program directors suggest that three components should be added: more in-service training, after-school bilingual activities, and extension of the program to pupils in grades four through six and in non-public schools. The in-service training would emphasize both the philosophy and

the techniques employed; the after-school activities would extend the school day and offer more opportunities for instruction in Mexican culture and language; and Mexican-American pupils in nonpublic schools would learn to read better.

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